DOCUMENT RESUME

ED 038 397 TE 001 752

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TITLE	Correlation and Integration in English.
INSTITUTION	New England Association of Teachers of English, Burlington, Vt.
PUB DATE	Feb 69
NOTE	11p.
JOURNAL CIT	Leaflet; v68 n1 p28-38, 47 Feb 1969
EDRS PRICE	EDRS Price MF-$0.25 HC-$0.65
DESCRIPTORS	Core Curriculum, Educational History, *English Instruction, Enrichment Programs, *Fused Curriculum, Individual Development, *Integrated Curriculum, *Interdisciplinary Approach, Literature Appreciation, Student Participation, Teacher Qualifications

ABSTRACT

Correlation, fusion, integration, and core in the English program originated in the 1930's and have been found to increase the student's breadth of knowledge and appreciation of literature. Basically, such curriculum structuring utilizes three approaches--the joint study of two or more subjects (often literature and history), the use of a broad thematic approach, and the treatment of social problems through diverse disciplines. The students are offered greater individual attention and a lessening of the pressure and confinement often found in the traditional English curriculum. An evaluation of these combined classes indicates that they have the advantage of greater opportunity for experimentation, stimulation of students, mastery of skills and work habits, student cooperation, and self-discipline. Disadvantages include an increased workload and more required knowledge for the teacher, possible neglect of one of the subject areas, and potential failure of the program due to insufficient classroom resources. (MF)

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The Leaflet; Vol. 68, No. 1, February 1969

ED038397

Joseph Mersand, Past President of the National Council of Teachers of English (1958-59) and a long-time friend of NEATE, has written the following paper, which bears a particular relevancy in a day when team-teaching and integration of subject areas are so much in the spot-light. One of over 200 Leaflet *subscribers from outside of New England, Dr. Mersand has long been one of our most loyal readers. It is with pleasure that we offer—both for those of us who have in some degree forgotten what the classroom of the '30's and '40's was like, and for those who have come much more recently to teaching—this timely article.*

CORRELATION AND INTEGRATION IN ENGLISH

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Correlation, fusion, and integration in the English program have a long history, going back—at least as far as correlation is concerned—to Herbart's doctrines. With slight modification, they also appear in new approaches labelled core, broad fields, and unified learnings. Definitions, therefore, are in order, before we can describe procedures, and evaluate them, for the English program of the 1960's. *An Experience Curriculum in English* (1936) makes the following distinctions:

> *Correlation* may be so slight as casual attention to related materials in other subjects, for example, noting while reading the spirited, polished superficial verse of the Cavalier Poets the ideals and social graces of the cavalier as studied in history. Correlation becomes a bit more intense when it is planned in advance to make the materials of one subject interpret the problems or topics of another.[1]
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> *Fusion* designates the combination of two subjects, usually under the same instructor or instructors; supposedly the partners are equal, but usually one dominates and uses the other. One of the most common fusions is the blending of literature and history, which has the more definite outline usually dominating. Fusion may extend to the combination of a whole group of subjects, for example, literature, music, dancing, archi-

1. Curriculum Commission of the National Council of Teachers of English, *An Experience Curriculum in English* (New York: D. Appleton-Century, 1935), p. 10.

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> tecture, plastic arts, and graphic arts. Such courses are organized by common principles, common themes, or other common elements of the subjects included.[2]
>
> *Integration* is the unification of all study and other experience. It comes about, for the most part, not through conscious combining of different subjects or activities but through the initiation of vital activities which reach out into vital fields and absorb subject content as the roots of a tree absorb food from the soil—without regard to fences on the surface.[3]

ADVANTAGES AND DISADVANTAGES OF CORRELATION

Alert teachers for generations have correlated their teaching of English with other subjects. The extent and the validity of the correlations they made depended on their cultural background and their good judgement. It is almost impossible to teach *Silas Marner* without some reference to England's Industrial Revolution; just as it is almost impossible to teach *A Tale of Two Cities* without referring to the historical facts of the French Revolution. Likewise, enlightened teaching of *The Scarlet Letter* would require some explanation of Puritan ideas and conventions; just as the teaching of *My Antonia* and *Giants of the Earth* would require explanations of America's Westward Movement. English teachers have for decades helped their students to comprehend the literature they studied by explaining the historical backgrounds of which the literary work was the artist's interpretation.[4]

As to the reasons for correlation, Hatfield has expressed them well:

> It should be self-evident that the more numerous the connections which are established between subjects the better, and also that the greater the number of subjects connected the more the correlation will contribute to a perception of the general pattern and significance of life. Probably all *sound* correlations, discoveries of *live* connections, are worth all they

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2. *Ibid.*, p. 10.
3. *Ibid.*, p. 10.
4. For early references to this type of correlation between English and history in the early textbooks on teaching English, refer to George R. Carpenter, Franklin T. Baker, Fred N. Scott, *The Teaching of English in the Elementary and the Secondary School* (New York: Longmans, Green, and Co., 1903), pp. 136-137.
   Percival Chubb, *The Teaching of English in the Elementary and the Secondary School* (New York: The Macmillan Company, 1902), p. 254-255.

cost.[5]

English, or any phase of English, cannot be so compartmentalized that one can avoid references to other subject areas. How can vocabulary growth be stimulated without references to Latin and Greek prefixes, roots, and suffixes (correlation with classical languages)? How can the history of the English be developed without references to the contributions of words, phrases, and cognates from modern foreign languages? Such words as *cosmonaut* or *astronaut* (both coined in the early 1960's) naturally lead to correlations with space science. A mention of the etymology of *antibiotics* naturally leads to modern chemical destruction of germs. The opportunities are too numerous and too obvious to require further repetition. English teachers have long used the subject matters of other areas in the secondary curriculum to exemplify concepts which they were explaining; to enrich the background of their students so that the literature being studied might be seen in its contemporary as well as its universal setting; and as bonds to strengthen the strands of learning.

One step removed from the casual references to other subject areas is the more organized attempts to find enriching materials for students so that they might read historical, biographical, and autogiographical materials, (letters, diaries, memoirs) at the same time that they were studying the literary works for their emotional, aesthetic, and ethical values. Several collections of such correlative materials have been gathered. The English Life in English Literature Series is a case in point. Six volumes have been published, each containing contemporary historical materials which furnish a background for understanding the literary period being studied. Each has been compiled by an outstanding scholar. The series consists of the following:

1. *England from Chaucer to Caxton,* by H. S. Bennett.
2. *England from Caxton to Spenser,* by J. M. Berdan.
3. *England in Shakespeare's Day,* by G. B. Harrison.
4. *England from Bunyan to Defoe,* by J. Isaacs.
5. *England in Johnson's Day,* by M. Dorothy George.

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5. *An Experience Curriculum in English,* p. 11.
   For a historical treatment of the values of correlation, consult:
   1. N. Thut and J. Raymond Gerberich, *Foundations of Method for Secondary Schools* (New York: McGraw-Hill, 1949), pp. 196-201. See also Carpenter, Baker, and Scott, *op. cit.*, p. 136.
6. These are published by Methuen & Co., Ltd., London, 1928.

6. *England from Wadsworth to Dickens,* by R. W. King.

Various book lists have been compiled which can be used to enrich the English course of study, among them being *Books for You* and *Your Reading* of the National Council of Teachers of English; Edwin R. Carr's *Guide to Reading for Social Studies Teachers,*[7] and the publications of the American Council on Education, *Literature for Human Understanding* and *Reading Ladders for Human Relations.*[8]

Magazines frequently contain materials which can serve for correlation, such as the various scholastic magazines, *The Saturday Review* and the *Readers' Digest.*

A third step along in meaningful correlation takes place when the English teacher ascertains what his students in social studies are studying, and tries to make the reading in literature parallel the period studied in social studies. Thus, if in the 11th year social studies, the history of America is studied, and a survey course in American literature is pursued in English, attempts have been made to reinforce both subjects by teaching them at approximately the same time. The difficulties in this closer type of correlation have long been pointed out. One of the obvious disadvantages was pointed out as early as 1902 by Chubb, that inferior literature might be used merely because it can be correlated with social studies.[9] Another is that the chronological approach may not always be the best approach in certain schools or with certain classes. A third difficulty is the inflexibility which may result. Students may wish to linger over certain literary works because they are appealing; but they must be laid aside because a new topic in social studies is to be taken up next. Finally, there is the matter of going to the point of diminishing return—in fact to the point of monotony with too frequent emphasis on correlation.

THE GROWTH OF THE CORRELATION MOVEMENT

In the 1930's many schools were experimenting with various types of combined courses. Ruth Mary Weeks and a committee of The National Council of Teachers of English prepared *The Correlated Curriculum* in 1936, which included numerous examples of experiments. Although many of these experiments are no longer existent, the volume is

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7. Edwin R. Carr, *Guide to Reading for Social Studies Teachers* (Washington, D. C.: National Council of Social Studies, 1951).
8. Published by the Council, Washington, D. C.
9. Chubb, *op. cit.*, p. 79. Cf. Also, Carpenter, Baker and Scott, *op. cit.*, pp. 177-178

an excellent survey of the state of correlated studies in the 1930's.

In the course of breaking down barriers between subject matters, some teachers went the whole way and no longer called their subject English-Social Studies, but by more striking names describing the overall theme and concept. Theoretically, such courses were not integrated. Perhaps a list of the titles of such courses will give some idea of the scope of these integrated courses. Interested readers can obtain complete details about each of these in the footnotes. It must be cautioned that many of these courses no longer exist either because their teacher retired or the school decided to return to more traditional methodology. Yet they deserve to be studied as part of the alert English teacher's quest throughout the twentieth century for more effective teaching.

1. *Western Youth Meets Eastern Culture,* by Frances G. Sweeney, Emily F. Barry, and Alice Schoelkopf. This was taught in the Horace Mann-Lincoln School at Teachers College, Columbia University, and combined junior high school English, history, geography, and art.[10]

2. *Builders Together* was an integrated unit conducted by E. Louise Noyes of the Santa Barbara High School and is described in great detail in *Conducting Experiences in English.*"[11]

3. *An Analysis of an American's Rights.* This was carried on in the high school at Chico, California. As Mirrielees described it in her *Teaching Composition and Literature,* the course consists of six units, each unit motivated by one of the six rights of American citizens set forth in the preamble of the Constitution: (1) to form a more perfect union; ()2 to establish justice; (3) to insure domestic tranquility; (4) to provide for the common defense; (5) to promote the general welfare; and (6) to secure the blessings of liberty.[12]

4. *Why Do We Act This Way?* An integrated twelfth-grade course. This was taught by Grace D. Broening at the Forest Park High School in Baltimore and is summarized in *The English Language Arts in Secondary School.* Its goal was "to understand why people are acting the

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10. The syllabus was published by Teachers College, Columbia University in 1932.
11. Angela M. Broening, Editor, *Conducting Experiences in English* (New York: D. Appleton Company, 1939), pp. 243-248.
12. Lucia B. Mirrielees, *Teaching Composition and Literature in Junior and Senior High School* (New York: Harcourt, Brace and Company, Revised Edition, 1952), p. 16. For a complete discussion of this experiment, consult Frank L. Cummings, "Practices in Fusion of Subject Matter in Various Courses" California Quarterly of Secondary Education, X (1934), pp. 13-18.

way they are in the twentieth century by discovering relevant patterns of thought and action in the seventeenh, eighteenth, and nineteenth centuries."[13]

5. *Social Living,* a two-year course for freshmen and sophomores in which English, social studies, art, and music are integrated. "The course opens with discussion of the pupils' own problems—economic, social, moral. It then broadens to the community problems and to the problems confronting the pupils' parents. Finally, a study is made of national and international problems."[14]

THE INTRODUCTION OF CORE

In addition to the terms *correlation, fusion,* and *integration,* the 1930's saw the introduction of the terms *core* and *unified studies.* The latter two terms refer to programs in which "a series of social problems were attacked in the classes, the resulting curriculum being substituted for the previous courses in English, history, and, in some cases, science and fine arts."[15] The core program has by this time developed an extensive literature, much of which is summarized in Roland C. Faunce and Nelson L. Bossing's *Developing the Core Curriculum.*[16] Added elements in the core program, in addition to breaking down the subject-matter barriers, are considerable pupil-teaching planning, considerable use of cooperative student effort, use of outside resources, and a typical methods of evaluation.

In all of these combined programs students spend considerable time together under a single teacher or a team of teachers. Thus, teachers get to know their students better and can provide for individual differences to a greater extent than in the traditional class. Since a preplanned course of study is usually not followed, students can attack their problems more leisurely and under less pressure for covering ground. Advocates of core programs for the non-academically minded contend

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13. *The Commission on the English Curriculum, The English Language Arts in the Secondary School* (New York: Appleton-Century-Crofts, Inc., 1956), pp. 422-442. For a complete description, see Grace D. Broening, "Integrating English and Social Studies," Baltimore Bulletin of Education, XXV (December 1947), pp. 112-114, 143, 151.
14. Mirrielees, *op. cit.,* pp. 134-14.
15. Lou La Brant, *English in Common Learnings* (Champaign, Illinois: National Council of Teachers of English, 1951), p. 4.
16. Roland C. Faunce and Nelson L. Bossing, *Developing the Core Curriculum* (Englewood Cliffs, N. J., Prentice Hall, Second Edition, 1958). See also
Harold Alberty, *Preparing Core Teachers for the Secondary Schools* (Columbus, Ohio: Ohio State University, 1949).

that under this program students develop more interest in their work, do not get discouraged so easily, and develop desirable attitudes to school and society.[17]

WHAT ARE THE ADVANTAGES OF COMBINED COURSES

Teachers of English, new or inexperienced, might well ask themselves what the advantages and disadvantages are of such combined courses. They find teaching English difficult enough without having to add new bodies of subject-matter and new methodology to their training. From the many expressions of opinion from English teachers who have engaged in one or more of the types of combined programs, the following advantages are stated most frequently:

I. *Mastering the Skills*

1. The longer period of time permits more time for developing, practising, and applying a skill.

2. Since the subject-matter of two or more disciplines (i.e. English, social studies, science, etc.) are included in the longer period of time, good reading, speaking, writing, and listening habits can be stressed. In a program that separates the subjects, it is conceivable that such good habits might be stressed only by the *English* teacher.

3. Skills can be taught as the needs arise. In the traditional program, the pupils may feel the need to learn something just when the bell rings for class dismissal.

4. Where individual and social problems are the starting point of student inquiry, the human values in literature may be more meaningful. An assignment which asks students to "take the next 30 pages of *A Tale of Two Cities*" has seldom been known to develop a passionate interest in this or any other piece of literature.

5. More time is made available for providing for individual differences. The teacher meets one class instead of two; and meets them for a double period, or sometimes longer (e.g. a home room, a study hall or

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17. For descriptions of the core programs in the junior and senior high schools of New York City where they have been in existence for almost fifteen years consult:
Suggestions to Teachers of Experimental Core Classes, Curriculum Bulletin No. 2, 1950-1951 Series (N.Y.C.: Board of Education of the City of New York, 1952),
Practices in Experimental Core Classes, Curriculum Bulletin No. 8, 1953-54 Series (N.Y.C.: Board of Education of the City of New York.)
Developing a Core Program in the Junior High School Grades, Curriculum Bulletin No. 12, 1957-58 Series (N.Y.C.: Board of Education of the City of New York, 1958).

both). Not only has he more time to study the needs of fewer students, but the longer period permits him to organize the class into a series of activities with time available for personal attention.

6. The combined class by its very length of time permits procedures that contribute to development of higher thought processes. For example, the committee work may stimulate thinking, evaluating, and creativity, as the question and answer method which dominates most traditionally conducted classes cannot do.

II. *Developing Proper Behavior and Social Concepts*

English is not learned as something to deposit in one's memory in order to possess it. English is for understanding one's self, for communicating with others, for contributing to one's community vocationally and avocationally. Hence attitudes and social concepts assume great importance in our world and will be even more important in the world of tomorrow. Advocates of one or another of these combined courses claim that pupils grow in behavior and social concepts to a greater extent than in the traditional English class. These are the ways.

1. *Cooperativeness.* In the double period there is time for cooperative activities. The success of a report, a panel report, an original dramatization depends on the cooperation of the entire committee. While it is true that in the traditional English class, one may observe an occasional panel discussion, or a group report, there simply is not time in the 45-minute or hour period to do as much of this type of work as the teacher would like. This cooperativeness manifests itself in many ways: in accepting assignments from a student chairman even though these may be onerous, distasteful, and not of one's choice; in learning person-to-person relationships which are so important to the process of growing up and in later life; in taking pride in contributing to a group project.

2. *Work habits*: Longer periods of time under the guidance of a superior teacher (and only a superior teacher can handle such a combined class!) can contribute to developing better habits of work: ability to plan individual and group tasks; complete a job once it is started; organize material; use many resources; feel pride in neat and almost perfect work. The double period permits more student and teacher evaluation; and honest evaluation leads to self-improvement.

3. *Ability to work with and respect others.* In a pluralist society the contributions of many are welcome. The student of today may in

a few years occupy an important business or government post in any of a hundred countries both new and old, with different languages, traditions, heritage, etc. Learning to work together in the combined class may be in microcosm what the student will do tomorrow.

4. *Self-discipline vs. imposed discipline.* Once a project gets underway, and student interest is aroused, the problem of discipline may be reduced. Particularly in the case of the non-academic students who may become a behavior problem, this double period has resulted in greater interest and hence better self-discipline. Some advocates have proof that the holding power of this program is greater for the non-academics.[18]

III. *For the Teacher*

1. He can get to know his students better and provide for individual differences.

2. He is free to experiment because he is not restricted by the need to "cover ground" in either English or Social Studies.

3. He is constantly growing in the process of teaching. A "canned" set of questions in the back of a classic does not satisfy him. Evidences of pupil growth and change are there every day and new techniques must be found to stimulate growth and direct it into useful channels.

4. The wide variety of classroom activities which can be carried on in a combined double-period class are lacking in the traditional class.

SOME DISADVANTAGES OF THE COMBINED CLASSES

Almost from the very beginning of the introduction of the various kinds of correlation in the English programs, certain cautions were expressed. These cautions, which were found in Carpenter, Baker, and Scott in their book of 1903 are still expressed today. Experiment in English is desirable and will, in fact, always be carried on; but one must be careful not to lose sight of the important values in English as a separate subject. Among the disadvantages of the combined programs are:

1. One subject may be neglected if the teacher of the combined class is trained in only one of the disciplines and has only a smattering of the other. Technically such a teacher should know both English and social studies equally well, and should have a good background in adolescent psychology, guidance, evaluative procedures, and the use of many resources. There are not too many teachers of such background avail-

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18. *Progress Report — Experimental Core Programs in New York City Schools,* (N.Y.C.: Bureau of Curriculum Research, 1952), p. 6.

able. The teachers who have described their correlated work in the professional literature have all been outstanding teachers. It is conceivable that they would have been successful regardless of the method they tried.

2. Such a teacher must be extremely well read, not only in the best of English, American and world literature but should have read a good portion of that adolescent literature which some authorities have designated, "junior novels".[19] Particularly in teaching the slow learner, such knowledge is all-important if the teacher is to take each student from his present level and lead him to higher levels of comprehension and appreciation. Such novels, biographies for younger readers, and similar works now number in the thousands. Teachers who would really like to do justice in such a program should accept the fact that there will be much reading to do.

3. Although it is a comforting thought for the English teacher to hear an administrator say that "every teacher is a teacher of English," he knows that it takes many years of good hard work for the English teacher to become a good English teacher, let alone the industrial arts teacher or the sewing teacher. The greatest criticism of the non-English teacher is that he is not trained to teach literature as appreciation. Consequently, the student may be able to read factual prose well in preparing a class report, but he will be deficient in the appreciation of literature as an art and as a source of inspiration and pleasure for a lifetime.

4. A combined course requires many resources of materials and plant, which, when absent, may condemn the program to failure. For example, such a class cannot succeed with a set of literature anthologies, a set of history books, and a few drill books. Classroom libraries, multitudes of magazines, or articles clipped from magazines carefully filed and easily available are necessary. Such classrooms often have audio-visual equipment in the room. Movable chairs and desks permit group activities. Libraries must be richly stocked and easily accessible.

English instruction in America has grown because of many contributions of outstanding teachers who have experimented with better ways to develop in their students the skills, knowledges, attitudes, and appreciations that make up the subject called English. Correlation, fusion, integration, core, unified fields are various types of arrangements which

(*continued on page* 47)

19. *Dwight L. Burton, Literature Study in the High Schools* (New York: Holt, Rinehart, and Winston, Inc., 1959), pp. 50-77.

(*continued from page* 38)

have been found more or less successful. They were not the first approaches to effective English teaching; nor is it likely that they will be the last. The alert English teacher is always eager to know the successful approaches of the past and ever ready to begin anew. Children of 1970 will not be the same as the children of 1945 when many of them were in one or another form of the experience or correlated curriculum; no more than the world of the cosmonaut is the same world of the propeller plane; or the world of television is the world of the radio. Yet each procedure that has been found successful in English teaching in the past merits some consideration by the teacher of today's children. Building on the success of the past, we can attempt to meet the challenge of the future.

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